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ABSTRACT

This paper applies business marketing principles to college student services, introduces a model for measuring the life cycle of a service, outlines strategic planning procedures, and describes the implementation of a comprehensive student service marketing program at Seminole Community College in Florida. An overview of marketing defines marketing and challenges student service professionals to understand the principles of marketing and to apply them to student services without compromising the integrity of their mission. Five components of an effective marketing plan for student services are discussed: (1) analyzing the life cycle of each service; (2) developing procedures to eliminate "terminal" services which cannot be saved; (3) identifying consumer needs and reactions; (4) planning strategically; and (5) educating effectively. Attachments comprising the bulk of the document include forms to track student services on a life-cycle continuum, guidelines on the student development office review from Seminole Community College, a new student survey, a faculty evaluation of services survey, an advising evaluation form for students, an overview of strategic planning at Seminole Community College's Student Services Unit, and an outline of the marketing/strategic planning model currently used at the college. (NB)

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MARKETING STUDENT SERVICES

IN A COMMUNITY COLLEGE

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INTRODUCTION

As community college resources decline, presidents eliminate student service programs to balance the budget -- and student service professionals implement marketing programs in order to survive. Too often, however, marketing is equated with selling, and its impact is mainly cosmetic. This paper applies business marketing principles to student services, introduces a model for measuring the life cycle of a service, outlines strategic planning procedures, and describes the implementation of a comprehensive student service marketing program at Seminole Community College, a Florida institution, that generates 5300 FTE and serves 22,000 students a year in the fast growing Orlando area.

AN OVERVIEW OF MARKETING

Philip Kotler in his landmark work, Marketing for Non-Profit Organizations (1982), defines marketing as the "analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives" (p. 6). Along with most market analysts, Kotler teaches that all products have a natural life cycle which must be understood if marketing is to prove effective, and that marketing involves numerous inter-related activities, only some of which relate to selling. The challenge for student service professionals is to understand the principles of marketing and to apply them to student services without compromising the integrity of their mission.

THE MARKETPLACE OF THE 80'S

Each student service program is a product whose value is determined by the marketplace--a marketplace that frequently questions the purpose of these services and wonders how to measure their effectiveness. In the Florida of the 80's, the marketplace is a tough one for the student service product because of the following factors:

1. declining revenues,
2. state mandates without state funds,
3. increased competition from the faculty for a larger share of all resources (budget, space, personnel),

4. many support services in the maturity stage of their life cycle,

5. the impact of the domino effect as one president balances the budget at the expense of support service functions and other presidents follow, and

6. practitioners who emphasize selling, not marketing.

Since Nesbitt (1984) describes Florida as a bellweather state, it is only a matter of time before the problems of the Florida Community College System are shared by all two year public institutions across the country (pp. XXVII-XXVIII).

MARKETING AND STUDENT SERVICES

Can marketing strengthen the ability of student service professionals to position their product more effectively in the marketplace of the 1980's? The answer is a qualified "yes"--qualified because there are some factors that cannot be anticipated or controlled. But a strong marketing program decreases the natural vulnerability of student services, increases the meaningful input/output data critical to decision makers, and makes it possible for student service professionals to deliver a quality product. An effective marketing plan for student services should have at least five components.

1. Analyzing the Life Cycle of Each Service - Kotler (1982) theorizes that products pass through four stages. Stages 1 and 2 are growth stages, Stages 3 and 4 are characterized by decline. At Stage 3, the product can be revitalized and saved; Stage 4 products are terminal, nothing can be done to improve their market position or "save" them. Based on Kotter's research, the Life-Cycle Continuum Survey (Attachment A) is designed to help student service professionals place their programs and services on a life-cycle continuum, thus facilitating decisions about what programs can be "saved" and which must be phased out because they have reached the end of their life cycle.

2. Developing Procedures to Eliminate Stage 4 Services - Services that no longer are viable must be eliminated quickly before they begin to affect other services or an entire program. Attachment B outlines one model for identifying and dealing with Stage 4 programs and services.

3. Identifying Consumer Needs and Reactions - Consumers, in this case students and faculty, need regularly scheduled opportunities to comment on new and existing services. A paper and pencil needs analysis (Attachment C) is the quickest way to determine consumer needs. Continuous evaluation of services is a must. Attachment D provides sample evaluation forms.

4. Planning Strategically - Because of shifting enrollment patterns and funding sources, student service professionals must realistically identify needs, opportunities, constraints and priorities each year. A strategic planning process, though time consuming, identifies critical needs, sets limits, and helps professionals prioritize--and select from--the many good programs and services they could offer to students. Attachment E outlines a strategic planning process specifically designed for student service programs in a community college.

5. Educating Effectively - After student service professionals analyze and evaluate their programs, develop procedures to eliminate or strengthen weak areas, identify consumer needs, plan strategically and develop an annual plan, they must EDUCATE, EDUCATE, EDUCATE. Some of the more traditional "educational" techniques include creating faculty advisory committees, placing student service professionals on key campus committees, sponsoring programs where faculty and student service professionals work together, and developing brochures and pamphlets for campus-wide distribution. However, two non-traditional techniques pioneered at SCC seem to work especially well. Each year, the Student Services Unit issues an annual report to its stockholders, the faculty and staff of the college. This 50-75 page document chronicles accomplishments for the previous year, outlines goals for the coming year, itemizes the support needed from the institution and provides a detailed analysis of how each student service professional used his/her time during the past year. Each year, the Student Services Unit also develops a "Do We Make a Difference?" report that summarizes student evaluations of services provided during the preceding year and presents the results of ongoing research studies.

THE PRODUCT OF A MARKETING APPROACH AT ONE INSTITUTION

The Student Services Unit at Seminole Community College began to implement the marketing/strategic planning model described in this paper in 1982. Attachment F outlines the model currently used at the college. The model works because it takes an education-oriented approach to marketing, an approach that emphasizes the new three "R's": research, retraining, and reaching out!

THE LIFE-CYCLE CONTINUUM

Research indicates that most products pass through four stages: introduction, growth, maturity, decline. Read the descriptions of each stage to determine where your student service product is in its life cycle.

STAGE 1 - INTRODUCTION

_____ Program/services started in the 1st 1 to 3 years

_____ Few competitors in the service area

_____ Program/service generates enthusiasm and acceptance

STAGE 2 - GROWTH

_____ Demand for program/services is high in the major market area

_____ New markets developed for existing programs/services

_____ Redesigning programs/services stimulates additional growth

_____ New programs/services developed based on market analysis

STAGE 3 - MATURITY

_____ There are many competitors in the service area

_____ New uses for the services are identified in an attempt to stimulate demand

_____ Growth slows

_____ Demand for services starts to decline

_____ Consumers begin to question the need for--or quality of--the programs/services

STAGE 4 - DECLINE

_____ Dramatic reduction in the use of the program/service

_____ Services undesirability begins to affect related products

_____ Cost of the program/service is high

SEMINOLE COMMUNITY COLLEGE

STUDENT DEVELOPMENT OFFICE REVIEW

I. STATEMENT OF PURPOSE

Resources are allocated to the Student Development Office (SDO) by the Board of Trustees and the President. The responsibility to use these resources effectively rests with the Dean of Student Development who makes all decisions regarding the allocation of resources in the Student Development Office. All reviews of Student Development services assist the Dean to allocate resources among potentially competitive sub-units; to determine strengths and weaknesses in the SDO; and to improve the services provided by the Student Development Office.

II. DEFINITIONS

As used in this rule, the term service refers to the functions assigned to the Student Development Office; the term delivery system refers to the manner in which a service is provided at a specific point in time. The State of Florida, the SCC Board of Trustees, and the President assign services to the Student Development Office. The Student Development Office determines the manner in which these services are delivered. For example, advising is a service assigned to the Student Development Office. Whether this service is provided on a one-to-one or small group basis is determined by the Dean.

III. PRIMARY REVIEW

The Student Development Office Primary Review will be in the form of an annual report generated by individual SDO support service managers. This report will include, but need not be limited to, the following items:

a. analysis of continued need for service/program
b. evaluation of quality of service/program
c. analysis of cost effectiveness of the service/program

On an "as needed" basis, the Management Systems Office also will conduct a Primary Review of the services provided by the Student Development Office.

IV. IN-DEPTH REVIEW PROCEDURES

The Dean of Student Development will initiate an in-depth review of services when a review appears necessary to the Dean or when a review is requested by one or more of the following sources:

a. Board of Trustees
b. President
c. Director of Student Services
d. Chairman of Admissions and Records

The procedures given below will be followed:

1. Dean of Student Development informs the Director of Student Services or the Chairperson of Admissions and Records that an in-depth review of services is necessary and establishes a time line.

2. Director or Chairperson appoints a committee to conduct the data-gathering phase of the review. The Committee shall consist of no fewer than three and no more than five persons, to include at least one SDO professional from the service under review and a resource person outside the Student Development Office. After reviewing pertinent college policies and procedures with the committee, the Director or Chairperson establishes parameters and a time line.

3. Committee, following the in-depth review format presented in the Appendix, reports its findings in writing to the Director or Chairperson.

4. Director or Chairperson analyzes the committee report and makes one of the following recommendations to the Dean.

a. continue the service as it currently exists
b. continue the service with specific modifications (i.e. change the delivery system)
c. discontinue the service

The Director or Chairperson's report to the Dean should include a copy of the committee findings and a summary of the following where appropriate:

a. review of the database from which the decision was made (cost, effectiveness, need)
b. review of legal implications (tenure, due process, right of displaced faculty/staff to positions in other areas)
c. identification of the costs of reallocation
d. development of a time line for phasing out a program

5. Dean acts on the recommendation of the Director or Chairperson. If a service is to be discontinued, the Dean of Student Development presents a recommendation to the President.

6. The President reviews the recommendation and either sends it to the Board of Trustees with his amendments or returns it to the Dean for further evaluation.

APPENDIX

IN-DEPTH REVIEW FORMAT

Not all questions apply to each service in the Student Development Office. In some cases, "not applicable" could be an appropriate answer.

A. Service
   1. Need
      a. Is there a need for this service?
      b. Show with statistics and narrative where this need exists.
      c. Identify the faculty, student, and community populations who use this service.
   2. Goal(s)
      a. What are the stated goals of the service?
      b. How are these goals established?
      c. Show with statistics and narrative how these goals are met.
   3. Evaluation
      a. Is the delivery system currently used to provide the service most appropriate?
      b. Describe the manner in which consumers are able to evaluate this service.
      c. How often does this evaluation take place.
      d. What were the results of the last evaluation?
      e. How often are the goals of this service reviewed and revised?

B. Staff
   1. Composition
      a. Describe the staff (professional, paraprofessional, and support) that provides this service.
      b. Is the size of the staff adequate?
   2. Qualifications
      a. What are the qualifications of professional, paraprofessional and support staff?
      b. Are these qualifications sufficient?
   3. Work Load
      a. What is the ratio of full-time to part-time employees?
      b. Does this ratio impact the quality of the service?
      c. What percentage of staff effort is directed toward providing the service?
   4. Evaluation
      a. How are staff members evaluated?
      b. How do staff members receive feedback from students, faculty, peers and supervisors?
      c. How is the evaluation process used to strengthen staff and services.
      d. What in-service activities are provided?
      e. Do staff members stay current?

C. Economic Factors
   1. Cost effectiveness
      a. What are the direct costs of the service?
      b. Are these costs within an acceptable corridor compared to other institutions of similar size and mission?
      c. How many students eligible to use this service actually used it over the past 2-4 years?
      d. What are the projected costs for the program over a five-year period?
      e. Is the present delivery system the most effective for this service? Describe alternatives in detail.
   2. Equipment requirements
      a. Outline the equipment currently allocated to this service.
      b. Describe long-range equipment requirements.
      c. Are current -- and future -- equipment allocations consistent with the use of this service?
   3. Space requirements
      a. Is available space adequate?
      b. Does the space allocated to the service reflect the need for the service and the number of people who use the service?

4. Availability of college support
    a. Has the service received adequate administrative support within the SDO? the college?
    b. What effect have budgetary opportunitite or constraints had on the service?

D. Other considerations
    1. Factors requiring the service
        a. What external agencies or factors require this service?
        b. Is this service a link with other college programs or services?
    2. Image
        a. Has the service been recognized in a special way by local, state or national groups?
        b. Have the providers of this service been recognized in a special way by local, state or national groups?
        c. How do the providers of this service stay in touch with community perception of program usefulness?

NEW STUDENT SURVEY

We want you to succeed at SCC. To help us get to know you better and to determine the services which you may find useful, please take a few minutes to complete this survey.

DIRECTIONS

1. Use a pencil to fill out your name and social security number on the computer answer sheet. Blacken in the circles that correspond to the letters in your name and the digits in your social security number.
2. Read each question in the survey. Mark your answers by blackening in the correct letter in the computer answer sheet. Try to answer each question. Use a pencil.
3. Do not write on the survey form.

PART I

1. AGE

   a. Under 22 years
   b. 23-30 years
   c. 31-45 years
   d. Over 45 years

2. SEX

   a. Female
   b. Male

3. ETHNIC ORIGIN

   a. American Indian
   b. Black/Afro-American
   c. Caucasian/White
   d. Oriental
   e. Spanish Surname/Hispanic
   f. Other

4. APPROXIMATE FAMILY INCOME

   a. Less than 8,000
   b. 8,000 - 15,000
   c. 15,000 - 25,000
   d. 25,000 - 35,000
   e. over 40,000

5. DID EITHER OF YOUR PARENTS RECEIVE A FOUR-YEAR COLLEGE DEGREE?

   a. Yes, one or both graduated from college
   b. No, but one or both have some college
   c. No
   d. Do not know

6. WHICH OF THE FOLLOWING STATEMENTS BEST DESCRIBES YOUR HIGH SCHOOL CURRICULUM?

a. College Prep (English, Algebra, Science)
b. Vocational (Skills that led to immediate employment)
c. General
d. G.E.D.
e. Cannot Remember

7. HOW FAR DO YOU LIVE FROM THE SCC CAMPUS?

a. Less than 4 miles
b. 5-8 miles
c. 8-12 miles
d. 13-20 miles
e. Over 20 miles

8. HAVE YOU ATTENDED COLLEGE BEFORE?

a. No
b. Less than 15 credit hours
c. 15-30 credit hours
d. 31-45 credit hours
e. More than 45 college credit hours

9. HAVE YOU EVER BEEN PLACED ON ACADEMIC WARNING, PROBATION, SUSPENSION OR DISMISSAL AT ANOTHER COLLEGE?

a. Yes
b. No
c. Not sure
d. Not applicable - have never attended another college

10. HOW MANY HOURS PER WEEK DO YOU PLAN TO WORK WHILE ATTENDING SCC?

a. Ten or less
b. 11-20
c. 21-30
d. 31-40
e. 41+

11. DO YOU KNOW WHAT YOU PLAN TO STUDY AT SCC?

a. Absolutely - I know exactly what I plan to study
b. Possibly - I have an idea what I want to study, but I may change my mind
c. No idea - I plan to pick a major and decide what to study after I start college

12. WHY DID YOU DECIDE TO ATTEND COLLEGE THIS TERM?

a. Did not have anything else to do
b. To please my boss, parents, friends, etc.
c. Was asked to by my boss, parents, spouse, etc.
d. Wanted to attend
e. Not sure

13. HOW MUCH DIFFICULTY DO YOU EXPECT TO HAVE WITH YOUR COURSES AT SCC?

a. Lots - I'm very nervous about starting college. I do not see myself as a super student
b. Some - If I apply myself, get "good" teachers, etc., I should do reasonably well
c. None - Usually, I am a good student
d. Not Sure - I probably could use some help

14. DO YOU HAVE ANY OF THE FOLLOWING DISABILITIES?

a. Learning Disability
b. Vision/Hearing Disability
c. Physical Disability
d. Other _____

15. HOW MANY COURSES DO YOU PLAN TO TAKE THIS TERM AT SCC?

a. At least 4 (12 hours). I want to be a full time student
b. Two or three (6-9 hours). I want to be a part-time student
c. One or two (1-6 hours). I plan to be a part-time student
d. Do not know

PART II

Use the following letters to rate your study skills.

a. EXCELLENT - Extremely well developed. Do not need any assistance
b. GOOD - I feel comfortable with my skills in this area. Probably will not need any assistance.
c. AVERAGE - No better or worse than "the next guy". Probably could use some assistance.
d. BELOW AVERAGE - Not as well developed as I would like. Definitely need assistance.

16. Ability to read quickly and remember what you read
17. Ability to write clearly
18. Ability to listen carefully
19. Ability to take accurate class notes
20. Ability to organize study time
21. Ability to study for a quiz or test
22. Ability to take a multiple choice test
23. Ability to take an essay test
24. Ability to manage time efficiently

PART III

Use the following letters to rate your interest in or need for the following services.

a. YES - I definitely am interested in this service
b. MAYBE - I might be interested in this service
c. NO - I am not interested in this service

Help with...

25. Academic Advising (upper division entry requirements, course selection, graduation information)
26. Creating Relationships with Others
27. Decision Making/Problem Solving Skills
28. Disabled Student Services
29. Financial Aid Information
30. Finding a Job
31. Improving Math Skills
32. Improving Reading Skills
33. Improving Writing Skills
34. Math Anxiety
35. Personal Counseling
36. Selecting a Career
37. Selecting a Major
38. Self-Understanding/Self Confidence
39. SLD Services
40. Test Anxiety
41. Veterans Information

PART IV

Use the following letters to rate your interest in the following campus activities.

a. YES - I would like to participate in this activity or join this organization
b. POSSIBLY - I would like to receive some information about the activity or organization before making a decision
c. NO - I am not interested in participating at this time

42. Afro American Society
43. Art Club
44. Auto Club
45. Band
46. Brain Bowl
47. Campus Governance Association
48. DECA (Business)
49. Drama/Theatre Activities

50. Fellowship of Christian Athletes
51. Honors Program
52. Intramural Sports
53. Invisible Hand Society (Economics)
54. Literary Magazine
55. MENC (Music Club)
56. Musical Performing Groups
57. Phi Beta Lambda (Business)
58. Science Club
59. Toastmasters Club

FACULTY EVALUATION OF SERVICES

Seminole Community College allocates limited resources to student services and asks that these resources support programs and services consistent with the mission of the institution. Since these resources are finite and student needs are infinite, student service professionals continually try to balance what could be done against the day-to-day realities of institutional limits. Please share with us your perception of how we are doing. Using the enclosed answer sheet and a pencil, rate each service on a five point scale.

A = Excellent
B = Good
C = Adequate
D = Inadequate
E = Cannot Evaluate

ARTICULATION

1. Annual high school counselor workshop
2. CO-ADVISEMENT
3. CHOICE 87 (Outreach program for middle school students)
4. High school career days
5. Seminars/Lectures at area high schools
6. University Visitation Day (Upper division articulation officers spend the day on campus with SCC students)

ASSESSMENT AND TESTING

7. Entry and exit testing (ACT, CPP,CLAST, MAPS,etc.)
8. Make-up testing
9. Special needs testing (LD, aptitude, etc.)
10. Career choice testing
11. Faculty consultations

CAREER COUNSELING

12. Career Center material
13. CHOICES and DISCOVER
14. Life/Career Planning class
15. One-to-one counseling with testing

COOPERATIVE EDUCATION

16. Intake/coop readiness procedures
17. Job placement and follow-up
18. Faculty consultations

EDUCATIONAL PLANNING (A.A., A.S. and AHS Faculty Only)

19. Help students understand the courses required at SCC
20. Help students understand the courses required to transfer to an upper division institution or enter college
21. Help students identify and use support services
22. Help students monitor their progress toward a degree through the graduation check system

HANDICAPPED/DISABLED STUDENT SUPPORT

23. Diagnostic testing
24. Support services(interpreters, note takers, recorded books)
25. Handicapped Guide for Faculty (Resource book)
26. Handicapped Awareness Day
27. Faculty consultations/support

ORIENTATION

28. Adult High School
29. College credit
30. Vocational-Technical

PERSONAL COUNSELING

31. AHS Counseling Class
32. One-to-one counseling with students
33. Faculty conferences and feedback

PLACEMENT(JOB)

34. Job listings
35. Satellite listings in the vo-tech area
36. Placement procedures

SCHEDULING(A.A., A.S. and AHS Faculty Only)

37. Assist students to select classes each term
38. Assist students to be aware of state requirements related to their major or program of study
39. Assist students to be aware of their academic standing (warning, probation, suspension, dismissal)

SPECIAL NEED STUDENTS

40. College Survival Skills (1 credit course for high risk students)
41. Mentor Program (Support for high risk students)
42. New Directions (Support for re-entry women)
43. Special Services (Support for high risk students)

STUDENT ACTIVITIES

44. Campus Governance Association
45. Co-Curricular Activities (Activity Period-Wed. 12:30)
46. Movie Series (Evenings)
47. New Dimensions (Wed. 12:30)

VOCATIONAL ADVISING (Non-Credit Vocational Faculty Only)

48. Provide information to new students about SCC programs
49. Assist students to complete the admissions/registration process
50. Assist students to re-register for classes after their first term at SCC
51. Assist students to identify and use college support services.

IDENTIFICATION DATA

52. Area of the college in which you teach

A = Adult High School
B = College Credit
C = Vocational-technical
D = Other

53. Faculty Status

A = Full Time
B = Part Time Day
C = Part Time Evening
D = Part Time Day and Evening

54. How many years have you taught at SCC?

A = Ten or More
B = Seven to Nine
C = Four to Six
D = One to Three
E = First Year

55. Sex

A = Male
B = Female

56. Ethnic Background

A = American Indian
B = Black
C = Caucasian or White
D = Oriental
E = Spanish Surname
F = Other

THANK YOU FOR COMPLETING THE FORM.

ADVISING AT SCC

SCC counselors are interested in your evaluation of -- and experiences with -- advising at the college. Please take a few minutes to complete this form. Your name is not necessary. Responses are confidential.

Background Information

1. Age
   a. 17-19
   b. 20-24
   c. 25-29
   d. 30-39
   e. 40-49
   f. 50 +

2. Sex
   a. male
   b. female

3. Ethnic Background
   a. American Indian
   b. Black/Afro-American
   c. Caucasian/White
   d. Oriental
   e. Spanish Surname
   f. Other

4. What is your area of study?
   a. A.A. Degree - Undecided
   b. A.A. Degree - Majoring in _____
   c. A.S. Degree - Majoring in _____
   d. Certificate

5. How many times have you changed your major at SCC?
   a. once
   b. twice
   c. three times
   d. too often to count
   e. never

6. During what year did you first attend college credit classes at SCC?
   a. August 1985 - July 1987
   b. August 1983 - July 1985
   c. August 1981 - July 1983
   d. August 1979 - July 1981
   e. July 1978 or before

7. Which statement best describes your attendance pattern at SCC?
   a. Usually a full time student taking 12 hours or more Terms I and II and 6 hours or more Terms 3A and 3B
   b. Usually a part-time student taking 11 hours or less Terms I and II and 5 hours or less Terms 3A and 3B
   c. No definite pattern - sometimes full time, sometimes part time

8. What time of day did you usually take classes at SCC?
   a. day
   b. evening
   c. both day and evening

9. Which statements describe the contacts you have had with SCC counselors? (Please feel free to circle more than one.)
   a. I met with a counselor to schedule courses each term.
   b. I enrolled in a course taught by a counselor (Life/ Career Planning, College Success, New Directions).
   c. I worked with a counselor to select a major, deal with personal concerns, or have tests interpreted.
   d. I worked with a counselor to determine what I needed to do to earn a degree or a certificate.
   e. I worked with a counselor to determine what courses I needed to take at SCC to transfer to another college or university.
   f. Other (Please explain)

   ---

10. When did you usually register for courses at SCC?
   a. Before regular registration started (Co-Advisement)
   b. Early in the registration process (within a few days of having enough hours to register)
   c. Late in the registration process (about a week before the end of registration)
   d. After classes started (Late Registration, Drop/Add)

11. What time of day did you usually register?
   a. morning (8a.m. - noon)
   b. afternoon (noon - 5p.m.)
   c. evening (5p.m. - 8:30p.m.)
   d. no pattern

12. Who helped you schedule your courses each term?
   a. Counselor
   b. Faculty member
   c. Both a counselor and a faculty member
   d. Friend/Parent
   e. I did it all myself!

The Advising Process

The advising process at SCC has three components: counseling, educational planning, and scheduling. Please evaluate each component using the following scale:

1 = excellent (service -- and the person providing it -- was outstanding)
2 = good (service -- and the person providing it -- was above average)
3 = average (service -- and the person providing it -- was adequate but nothing to write home about)
4 = inadequate (service -- and the person providing it -- definitely needed to improve)
5 = cannot respond (never used the service)

Part 1 - Counseling

13. Examining career options on a one-to-one basis with a counselor

14. Participating in a Life/Career Planning class

15. Using CHOICES or DISCOVER in the Career/Placement Center

16. Completing a battery of tests designed to help you choose a career or major and reviewing results with a counselor

17. Evaluating upper division transfer options (i.e. the colleges you could attend after SCC)

Part 2 - Educational Planning

18. Developing a list of the courses required for your degree at SCC based on your goals, skill levels, previous educational background and other commitments

19. Determining the courses required at SCC to successfully transfer in your major to the college of your choice

20. Recommending appropriate support services (i.e. financial aid, job placement, Math Lab, Writing Center, CORE, tutors, etc.)

21. Monitoring progress toward a degree through graduation checks

Part 3 - Scheduling

Registering each semester, I was helped to enroll in classes that

22. counted toward my degree and fit my educational plan

23. transferred to an upper division school (if applicable)

24. were in sequence (i.e. I had taken appropriate prerequisite courses)

Registering each semester, I received up-to-date information (if I needed it) about

25. new state requirements (CLAST, Gordon Rule, etc.)

26. new SCC requirements (CLAST course, program changes, etc.)

27. my academic standing at the college (warning, probation, suspension, dismissal)

General Comments

What are the strengths of the advising system at SCC? Feel free to include comments about any of the components: counseling, educational planning and scheduling.

How can the college improve the present advising system?

Many thanks for your assistance!

Strategic Planning: An Overview
Student Services Unit
Seminole Community College

Strategic planning encourages all elements of the college community to participate in a data-based realistic planning process that identifies opportunities and constraints for the coming year.

State planning assumptions, critical issues for the coming year, and funding parameters are identified from the FACC Blue Book and interviews with Division of Community College representatives. These assumptions and issues reflect state goals, mandates and/or areas of emphasis for the coming year, and establish the global framework within which student development planning must take place.

College planning assumptions and budget parameters evolve from interviews with the President and representatives of the Vice-President's Council. Data about critical campus issues concerning student services are gathered in a variety of ways.

1. College academic deans provide written input or invite the Dean of Student Services to attend an open meeting with department chairs and key faculty members. (February-March)

2. Students complete annual needs analysis forms and evaluate major services as they use them. (Continuous)

3. Faculty complete bi-annual needs analysis and evaluation forms. (August-September)

4. Chairs of Central Florida high school guidance departments are invited to provide input. Most who respond choose the telephone; a few schedule meetings with the SCC Dean of Student Services. (February-March)

5. Personnel assigned to the Student Services Unit develop an action plan for the coming year that includes the following: (1) evaluation of the year in progress, (2) ideas for the next year, (3) resources and revenues needed to implement these ideas, and (4) major department issues for the coming year. (January-February-March)

Information gathered at the state and local level is summarized in the Strategic Planning Manual and distributed at least two weeks in advance to everyone scheduled to participate in the strategic planning process. During strategic planning sessions, strategic issues are identified, new programs and services analyzed, and priorities defined based on the following criteria:

1. philosophy, goals and mission of Seminole Community College;

2. philosophy and goals of the student development model of student services;

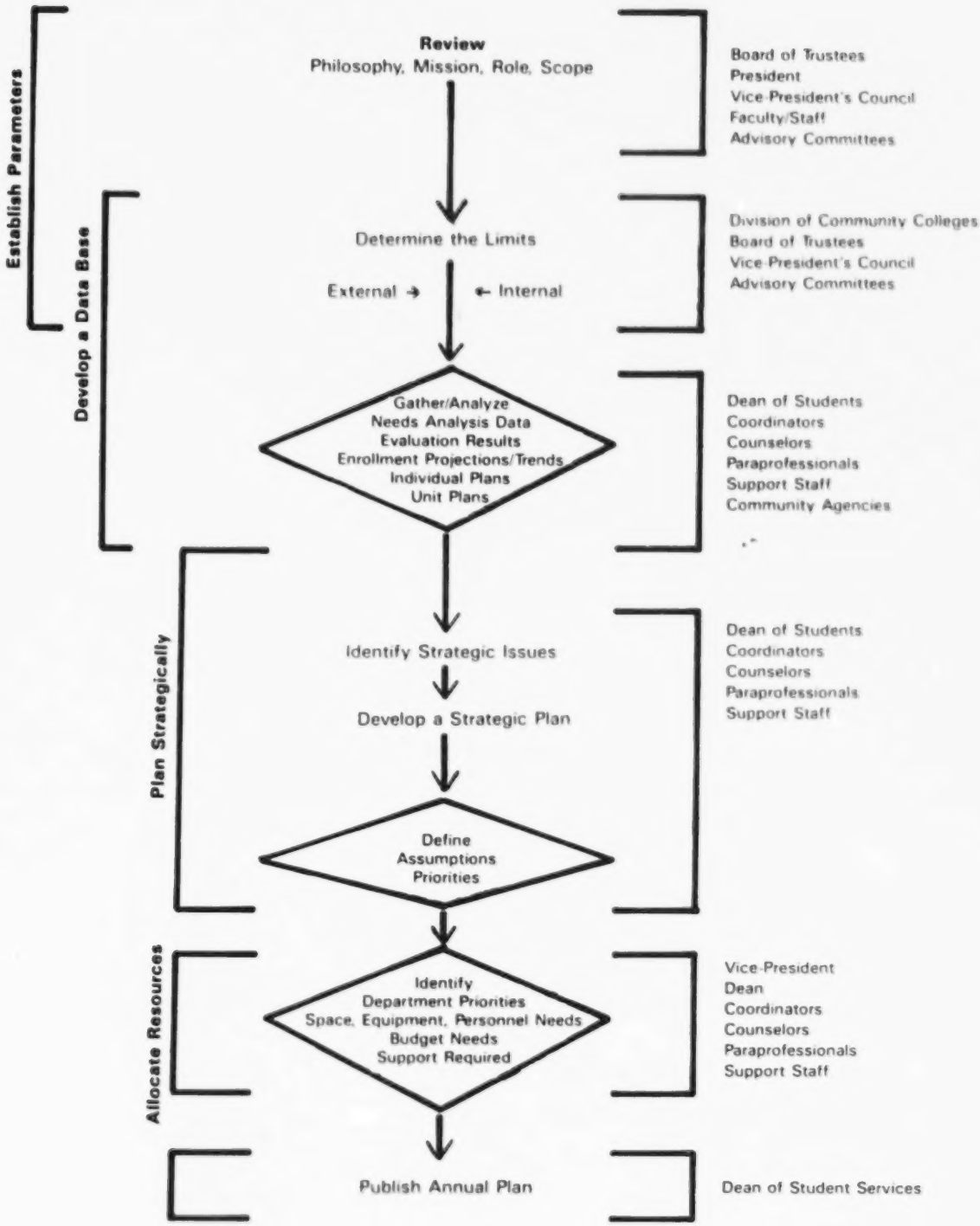
3. parameters established by the State of Florida, the Board of Trustees, and the Vice-President of Student and Information Services;

4. available resources; and

5. needs of the various constituencies the college serves.

Results of the strategic planning process are reviewed by the Vice-President for Student and Information Services, then become the basis for the Student Services Unit Annual Plan, a detailed summary by area of goals, objectives, strategies and evaluation procedures for the coming year. Resources are allocated and a budget developed based on the operational priorities established during strategic planning, a process that, hopefully, provides the Student Services Unit with a clear sense of direction and a focus for the future.

The Strategic Planning Process
Student Development Office, Seminole Community College



STUDENT SERVICES MODEL
SEMINOLE COMMUNITY COLLEGE
SANFORD, FLORIDA
1986-1987

DEPARTMENT PHILOSOPHY

DEVELOPMENTAL

BASED ON STUDENT-FACULTY NEEDS

RECOGNIZES TEACHING AS THE CENTRAL MISSION OF THE COLLEGE

GOALS DOWN-PLANNING UP APPROACH

PLANNING PROCESS

NEEDS ANALYSIS (Bi-Annual = Faculty, Annual = Students)

EVALUATION OF SERVICES (Annual)

MARKETING PLAN (Annual)

STRATEGIC PLANNING SESSIONS (Annual)

TRAINING EMPHASIS

ENRICHMENT SERIES

IN-SERVICE CONDUCTED BY FACULTY

PLANNED PERSONAL/PROFESSIONAL GROWTH PROGRAMS FOR EACH STAFF MEMBER

DELIVERY SYSTEMS

ACADEMIC ADVISING/ARTICULATION

ASSESSMENT AND TESTING

CAREER COUNSELING

COOPERATIVE EDUCATION

INSTRUCTIONAL SUPPORT

JOB PLACEMENT

ORIENTATION

PERSONAL COUNSELING

RETENTION PROJECT

SERVICES TO SPECIAL INTEREST GROUPS

- DISABLED
- INTERNATIONAL
- MINORITY
- RE-ENTRY WOMEN

STUDENT ACTIVITIES

REPORTING PROCESS

ANNUAL REPORT TO FACULTY (Written)

ANNUAL REPORT TO BOARD OF TRUSTEES (Written and Verbal)

RESEARCH IN PROGRESS

THE IMPACT OF A SMALL GROUP COUNSELING CLASS ON RETENTION

THE COMPARATIVE EFFECTIVENESS OF ONE-TO-ONE COUNSELING, A LIFE/CAREER PLANNING CLASS, AND NO INTERVENTION ON THE CAREER MATURITY OF UNDECIDED COLLEGE CREDIT STUDENTS

THE EFFECTIVENESS OF THE MBTI IN PREDICTING STUDENT SUCCESS IN A POLICE STANDARDS COURSE

THE IMPACT OF PEER MENTORS ON ATTRITION